

THE USE OF ANIMATION VIDEO TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara siswa setelah diajarkan melalui video animasi di kelas tujuh SMP Kartika Wirabuana XX-2 Makassar. Peneliti menerapkan metode pra-eksperimental dengan satu kelompok pra-tes dan pasca-tes, penelitian ini berlangsung selama empat minggu. Sampel penelitian adalah Kelas VII SMP kartika Wirabuana XX-2 Makassar dan Jumlah sampel dikumpulkan dengan menggunakan teknik random sampling sebanyak 20 siswa di kelas VII. Teknik yang digunakan untuk memperoleh data adalah pertama, mengumpulkan data dari pra-tes, kedua dari pasca-tes, dan terakhir menarik kesimpulan berdasarkan data yang didapatkan. Hasil analisis data menunjukkan bahwa skor rata-rata siswa dalam pengucapan adalah 50.75 untuk pre-test dan 75.65 untuk post-test. Skor rata-rata untuk kosa kata adalah 53.75 untuk pre-test dan 78.3 untuk post-test. Hal ini didukung oleh nilai signifikansi uji-t lebih kecil dari 0,05 ($0,00 < 0,05$). Oleh karena itu, Hipotesis Alternatif diterima dan Hipotesis Null ditolak. Dan skor tes signifikan meningkat, ini berarti bahwa setelah ada perlakuan dengan menggunakan animasi video efektif dan signifikan berpengaruh dalam meningkatkan keterampilan berbicara siswa karena video animasi dapat meningkatkan minat belajar siswa, dapat memudahkan siswa untuk memahami materi dan memperkuat daya ingat karena menampilkan media berbasis audiovisual. Selain itu mereka bisa belajar berbicara bahasa Inggris melalui kegiatan yang menyenangkan bersama teman-teman mereka. Sehingga mereka tidak bosan dalam proses belajar mengajar.

Kata kunci: *animasi video, keterampilan berbicara, pengucapan, kosa kata*

Abstract

The purpose of this research was to determine the improvement of students speaking skills after being taught through animation video in the seventh grade of SMP Kartika Wirabuana XX-2 Makassar. The researcher applied the pre-experimental method with one pre-test and post-test and the study lasted for four weeks. The research sample was Class VII of SMP kartika Wirabuana XX-2 Makassar and the number of which was collected using random sampling techniques as many as 20 students in class VII. The techniques used to obtain the data are first, collecting data from the pre-test, second from the post-test and finally drawing conclusions based

on the data obtained. The results of the data analysis showed that the average score of students in pronunciation was for pre-test 50.75 and 75.65 for post-test. The average score for vocabulary is 53.75 for pre-test and 78.3 for post-test. This is supported by the significant t-test value is less than 0.05 ($0.00 < 0.05$). Therefore, the Alternative hypothesis was accepted and the Null Hypothesis was rejected. And the test scores are significant improvement, it means that once there is treatment by using video animations it is effective and significantly influential in improving students speaking skills because animation video can increase students' interest in learning, it can facilitate students to understanding the material and strengthening memory because it displays audiovisual-based media. In addition they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process.

Keywords: *Animation video, Speaking skill, Pronunciation, Vocabulary*

INTRODUCTION

The focus of this research is the use of animation video to improve students' English speaking skill. By animation video as learning media, students' will be able to learned speaking in term pronunciation and vocabulary, as said by Ainsworth (2008) Animations are a form of dynamic representation that display processes that change over time. Besides, Heinich, Molenda, & Russell (1982) in Amalia (2012), animation is a technique in which the film maker gives motion to otherwise inanimate objects. Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom. In addition, Oxford dictionary says that animation is the manipulation of electronic images by a computer in order to create moving images. Furthermore, Davies (2000), Sulaiman, Rizkariani (2021) the effective use of Animation video requires knowledge and planning Video sessions can easily become lessons where teachers turn the video on and off itself. Based on definition explained by the above, the researcher conclude animation video is video animation is the manipulation of moving images in 3-dimensional form and combines visual and audio in one media that we can watch. Based on the results of research by Yun Pratiwi (2020) said that the students' interest level toward speaking was improved through the use of animation movies because they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process. Furthermore, the use of animation video as media was carried out by Satriani Sappe. (2020) and based on the results of research obtained using Animation Video was very good in enhancing the students Speaking Skills especially in pronunciation and vocabulary. Then, Firman Rizaldi, (2021) The results of the research show that there was a significant difference in the speaking skill between the students who were taught by using cartoon video and those who were taught by using the textbook-based technique.

Related to the explained of the term animation video above, there are still many teachers who use printed books as a conventional method in the teaching and learning process. Therefore, the students' have difficulties and some problems in learned speaking. The problems are the students were still confused to use the word in making sentences orally, the students felt difficult to pronounce words in English, and they felt bored in learning to speak because the English teachers only explained the materials and then just gave exercises in written form. There was no variation or other teaching media used by the teachers. According to Suriani, Djafar, S., Yunus, M, (2023), the English teacher only uses the textbook and blackboard as teaching media. Based

on the explanation above, researchers will find out how far the effectiveness of using video animation can improve students' English speaking skills in terms of pronunciation and vocabulary. Researchers decided to conduct research at SMP Kartika Wirabuana XX-2 Makassar because it was still difficult for students to speak English, lack of vocabulary and mention of vocabulary that was difficult to pronounce.

METHOD

The method applied in this research was pre-experimental design in the classroom of seventh-grade students at SMP Kartika Wirabuana XX-2 Makassar to improve students speaking skills using animation videos as a technique. The researcher used a test to collect data. The test was designed based on research variables and the validated by the supervisor. The pre-test was to find out the students speaking skills before the treatment, after conducting a pre-test the researcher gave the treatment to students. The treatment was conducted 3 times and spent 60 minutes in each meeting and the post-test is to find out the students oral skills after the treatment. According to Sugiyono (2008: 118), the sample is a part of the whole and the characteristics possessed by a population. The population of this research was students in the seventh grade of SMP Kartika Wirabuana XX-2 Makassar which consists of three classes of 68 students. Therefore, the sample was taken as many as 20 students using the random sampling technique.

RESULTS AND DISCUSSIONS

The result of Pre-test and Post-test

The finding of the research deals with the scoring classification of the students pretest and posttest of significance these findings are described as follows:

Table 1. Scoring Pre-Test and Post-Test of Pronunciation

	Report	
	Pretest Pronunciation	Posttest Pronunciation
Mean	50.75	75.65
N	20	20
Std. Deviation	6.935	4.404

(Source: IBM SPSS Statistic26)

The implementation of video animation is effective to improve students speaking skill in term pronunciation. It is proved by the mean score of pre-test 50.75 to 75.65 in post-test.

Table 2. Scoring Pre-Test and Post-Test of Vocabulary

	Report	
	Pretest Vocabulary	Posttest Vocabulary
Mean	53.75	78.3
N	20	20
Std. Deviation	6.859	3.988

(Source: IBM SPSS Statistic26)

The implementation of video animation is effective to improve students speaking skill. It is proved by the mean score of pre-test 53.75 to 78.3 in post-test.

Table 3. Descriptive Statistic

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	40.0	60.0	52.250	6.5845
PostTest	20	70.0	85.0	76.975	4.0636
Valid N (listwise)	20				

(Source: IBM SPSS Statistic26)

Table 3 shows 20 students as a sample on the pre-test and post-test, then the table also shows the average score of the student's speaking skills, the average score of the student's speaking skills is about 52.25 on the pre-test with a minimum score of 40 and a maximum of 60 with a standard deviation of 6.5845 and the post-test of 76.97 with a minimum score of 70 and a maximum of 85 with a standard deviation of 4.0636.

Table 4. The frequency and percentage of the students speaking skill

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Excellent	91-100	-	-	-	-
Good	76-90	-	-	12	60%
Fair	61-75	-	-	8	40%
Less	51-60	11	55%	-	-
Poor	X<50	9	45%	-	-
Total		20	100%	20	100%

(Primary Data: The researcher 2022)

Table 4 showed that in the pre-test, 9 students or 45% were poor categories because the students speak very hasty, and more sentences were not appropriate in pronunciation and little or no communication and used only basic vocabulary and expressions. There were 11 students or 55% in the less categories because of frequent problems with pronunciation and intonation, in addition students used limited vocabulary and expressions. Then, the table above also showed the post-test results. There were 8 students or 40% classified as fair categories because pronunciation and intonation errors sometimes made it difficult to understand the students. There were 12 students or 60% classified as good categories because pronunciation and intonation are almost always very clear or accurate and used a variety of vocabulary and expression but makes some errors in word choice. Therefore, the score and percentage of students speaking ability on the post-test were better than on the pre-test because the percentage of the post-test rate is higher than the percentage of the pre-test.

Table 5. Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.166	20	.149	.902	20	.046

Post-Test	.104	20	.200*	.979	20	.925
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A normality test is a test that is carried out with a target for assess the distribution of data in a group of data or variables, whether the distribution is normally distributed or not. According to Sugiyono (2014), the data normality test used in this study is Shapiro-Wilk based on the amount of probity or value Significance. Checking the normality test in this studied using the Shapiro Wilk method on SPSS v.26. According to Statistics (2013), Shapiro Wilk Test is a method of calculation formula data distribution created by Shapiro and Wilk. The Shapiro Wilk method is an effective and valid normality test method used for small samples of less than 50 samples. Based on the output table “Test of Normality” in the Shapiro-Wilk test section, it is known that the value of significance for the Pre-test value of 0.46, and the Post-Test value is 9.25. Because the value is greater than 0.05, it can be concluded that Pre-Test and Post-Test data values are normally distributed. Thus, the requirements or assumption of normally in the use of the paired-sample t-test have been met.

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-24.7250	4.1532	.9287	-26.6688	-22.7812	-26.623	19	.000

(Source: IBM SPSS Statistic26)

A paired t-test is used when we are interested in the difference between two variables for the same subject. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired sample t-test include case-control studies or repeated-measures designs. According to Singgih Santoso, (2014), the guidelines for decision making in the paired sample t-test are based on the significance value (Sig). Based on the "Paired Samples Test" output table above, it is known that the value of Significant (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the Pre-Test and Post-Test learning outcomes, which means that there is an effect of using animation video in improving the students' English speaking skill because animation video can increase students interest in learning, it can facilitate students to understanding the material and strengthening memory because it displays audiovisual-based media. In addition they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process.

CONCLUSION

Based on the result of research that has been done, it can be concluded this indicated the result of the data calculation in the previous chapter where pronunciation is increased from

50.75, of the mean scores on the pre-test to 75.65 in the post-test and the vocabulary is increased from 53.75 of the mean scores on the pre-test to 78.3 in the post-test, therefore the students pronunciation and vocabulary of the use of animation video is improved. There are 8 students or 40% classified as fair categories and 12 students or 60% classified as good categories. That is, the score and percentage of students speaking skill on the post-test are better than on the pre-test because the percentage of the post-test rate is higher than the percentage of the pre-test. This is supported by the significant t-test value is less than 0.05 ($0.00 < 0.05$). Therefore, the Alternative hypothesis was accepted and the Null Hypothesis was rejected. And the test scores are significant improvement, it means that once there is treatment by using video animations it is effective and significantly influential in improving students speaking skills.

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